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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are - Agenda-Maths** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Measurement, Patterns and Function and Number achievement indicators | | | | | | **Skills:** Observing, Thinking | | | | | |
| **Materials:** Maths notebook, Patterns material… color-shaped material, computer and table games | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 14** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain the strategy of the agenda to the children. | | | | | | | | | | | |
| **Main Activity:**  **AGENDA**   1. Survey….. What sports do you practice? 2. Teen number Booklet 14, 15,16   3. Patterns….. Extend both ways… left and right (only children that need it)  4. Number Combination  5. Computer  6. Sequence of events  8. Ladder  9. UNO game  10. Memory Game (Alejandra Material)  11. Measurement | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Expend time at the end to do the “Reflective pause” in terms of autonomy, time management, difficulties, class rules, and solutions. | | | | | | | | | | | |